

## A Framework for Improvement: Analyzing Performance Assessment Scores for Evidence-Based Teacher Preparation Program Reforms

Teacher candidate performance assessments represent a promising source of data for evidence-based program improvement. However, teacher preparation programs (TPPs) interested in reform face a crucial question: how to identify actionable evidence in performance assessment data. To address this concern we propose a two-pronged empirical framework that TPPs can use to analyze performance assessment data. The first approach, latent class analysis, creates profiles of instructional practice by grouping candidates together based on similarities in their performance assessment scores. This can help TPPs provide targeted supports to candidates. The second approach, predictive validity analyses, estimates relationships between candidates' performance assessment scores and their performance as teachers-of-record. This can help TPPs identify programmatic elements significantly related to teacher outcomes. We illustrate this framework with edTPA data from a Partner University and contend that the impact of performance assessments can be amplified by these common strategies for analyzing performance assessment data.

一个改革的框架：基于数据的教师培养目标改革之表现性评价分数分析

为了完善以数据为基础的教师培养目标，准教师的表现性评价可以代表了其希望的数据来源。但是，改革感兴趣的教师培养目标(TPPs) 面临着一个重要问题：如何在表现性评价数据中找到具有可操作性的数据。为了解决这一问题，我们提出了一个双管齐下的表现性框架。在该框架中，教师培养目标(TPPs)能够进行表现性评价数据分析。第一个方法，潜类别分析，通过表现性评价分数的相似性来准教师进行分门别类而建立教学实践档案。该措施能够帮助TPPs准教师提供具有针对性的措施。第二个方法，效度分析，准教师的表现性评价分数与他教的教师表现之间的关系。该能够帮助TPPs确定与教学效果密切相关的重要因素。我们通过一个合作院校的表性评价(edTPA) 数据验证了该框架，并且发现这些分析表现性评价数据的策略有助于扩大表现性评价的影响。